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ABSTRACT

A survey of distance-learning institutions in 88 countries was conducted in 1983 to discover whether a network of such institutions existed that would allow the international sharing of educational programs under the sponsorship of the United Nations University (UNU). Findings are based on responses from 304 institutions (33%), cover 468 different programs, and are categorized by geographical region as follows: Africa, Asia, Australasia, Europe (East), Europe (West), Middle East, North America, and South and Central America. Data tables show how institutions were founded; the distribution of numbers of students by size of institution; the level of programs and subjects offered; methods of transmission such as correspondence, telephone, and regional services; languages used; and fees charged. Four examples of distance learning institutions include short descriptions of programs in Thailand, Spain, Australia, and Pakistan. Appendices contain the survey questionnaire, a list of the countries receiving and responding to the questionnaire, additional data from replies received after the study cut-off date, and a response from a network user. Fifteen tables display study data. This study was conducted as a preliminary to consideration of the use of distance-learning in the development of UNU's new program, Global Learning. (LMM)

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THE STATE OF DISTANCE-LEARNING WORLDWIDE

THE FIRST REPORT ON THE INDEX OF INSTITUTIONS INVOLVED IN DISTANCE-LEARNING

by
Walter Perry
Honorary Director

INTERNATIONAL CENTRE FOR DISTANCE LEARNING
OF THE UNITED NATIONS UNIVERSITY

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1984

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THE STATE OF DISTANCE-LEARNING WORLDWIDE

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Glossary of Terms used in the Report

Distance-Learning:	Teaching-learning techniques which make use of communication technologies and which do not, therefore, depend upon traditional face-to-face encounters between pupil and teacher. Where any face-to-face element *is* included it is usually restricted to a remedial role rather than being part of the routine programme.
UNU:	United Nations University, Tokyo.
ICDE:	International Council for Distance Education (formerly ICCE — International Council for Correspondence Education).
OU:	Open University, Walton Hall, Milton Keynes, UK.
Community Education:	Courses for adults taken after a break from school and *not* leading to any certification.
Continuing Education:	Courses for adults taken after a break from school which *do* lead to certification.
Further Education:	Courses for 16-19 year-olds normally taken immediately after leaving school.
Correspondence:	Self-explanatory: Teaching-learning through postal contact between pupil and teacher.
Telephone teaching:	Using the telephone to achieve something akin to the face-to-face situation.
Regional services:	The provision of teaching-learning aids in various regions of a country by adapting them to the particular needs of the region concerned.
Study centres:	The provision of places in different parts of a country where pupils can meet each other, gain access to teaching-learning aids such as TV sets, video-recorders, computer terminals, libraries, etc, and, when they require remedial help, meet teachers face-to-face. Study centres may, of course, provide only one service or all of these facilities.
Radio/Television:	As teaching-learning methods means broadcast programmes that can be received by pupils with a radio or a television set.
Audio/Video:	As teaching methods means the distribution by mail (or other method) of prepared cassettes which can be played by pupils in their own homes (or in study centres).
Practical work:	As a teaching method means that the pupil must attend at a specified place for laboratory or other practical work as a required part of a course.
Kits:	As a teaching method means the distribution to pupils by mail (or other method) of the equipment necessary to carry out specified experiments or other practical activities in their own homes (or in study centres).
Residential Schools:	As a teaching method means that the pupil must, at some time during the course, spend a period of time in residence learning in a face-to-face situation and in company with other pupils.
Programme of Study:	A series of courses offered to one particular target audience. Thus an institution may offer not only a series of courses leading to a first degree but also a series of courses for primary school children. This could be defined as offering two separate programmes of study.

THE STATE OF DISTANCE-LEARNING WORLDWIDE

Preamble

We began this survey in 1983. I was asked by the UNU to study "the state of the art" as a preliminary to consideration of the use of distance-learning in the development of the University's new programme called Global Learning. I had previously suggested that a major contribution to global learning could be made by utilising a network of distance-learning institutions; through the network, educational programmes, particularly those concerned with bringing modern technology from the developed to the developing countries, could, with the sponsorship of UNU, be made available by any one country to any other at relatively low cost. The basic requirement was, of course, a suitable network; and the survey was undertaken to discover whether or not it existed. For those who are not familiar with distance-learning institutions I have given four examples in Annex 1, providing a short description of each institution.

The Basic Data

The International Centre for Distance Learning was created in 1983 by the UNU at the Open University. The Centre has a terminal giving access to the powerful main-frame computer of the Open University. We designed a questionnaire that would give us the information about each distance-learning institution which we wished to store in the computer. We gave long and earnest consideration to the nature of that information. It was necessary to restrict the amount in order that the records could be readily handled and made accessible; yet we wished to have a reasonable picture of the nature of each distance-learning institution. The questionnaire that we finally used is reproduced in Annex 2.

We then had to compile the list of institutions to which the questionnaire was to be sent. For this purpose we used the resources of the Open University Documentation Centre on Distance Learning which maintains a wider collection of distance-learning publications than does any other centre. We supplemented these sources of information by consulting the International Council for Distance Education which is an association with large numbers of institutional members all over the world. We are, however, well aware that, despite all our endeavours, we have probably missed out many institutions which are active in distance-learning. We hope that, as knowledge of the existence of our new index spreads, these gaps will be filled. We are particularly aware of the fact that we have no records from Eastern European countries. We did send out questionnaires to 40 institutions in 6 of these countries; but so far we have received no replies.

First Steps in the Survey

We divided the world into 8 regions and all our records can be readily subdivided by region. We then sent our questionnaire, which was also translated into French, German, Portuguese and Spanish, to all the institutions in each region which we had any reason to believe might be involved in distance-learning. In all questionnaires went to 88 countries and we have had replies from at least one institution in 52 of them. A list of all countries approached, the number of institutions in each that have or have not replied is given in Annex 3. We also sent a sample completed questionnaire and instructions to assist institutions in completing their own. The mailings were spread over a period of 8 months from August 1983 until March 1984. The replies are still being received but we decided that, in order to make this first report of the results of the survey, we should establish a cut-off date. Thus we include in this report all the replies that had been received by 1st May 1984. In Table 1 we give the number of institutions in each region which were approached and the number which had replied by the cut-off date. Although the proportion of replies is still only 33% we believe that most of the important and large distance-learning institutions, with the exception of those in Eastern Europe, have already responded and that, in consequence, this first report on the survey is already of great interest and potential value.

We have already embarked upon the despatch of reminders to those institutions which have not yet replied and we shall produce a supplementary report as soon as the situation warrants it.

TABLE 1

Numbers of questionnaires sent out and numbers returned

Region	No. of countries approached	No. of institutions approached	No. of institutions replying	% response	No. of institutions engaged in distance-learning
Africa	22	43	18	42	16
Asia	13	94	25	27	25
Australasia	4	50	35	70	40
Europe (East)	6	40	0	0	0
Europe (West)	17	500	121	24	101
Middle East	3	5	1	20	1
North America	2	203	106	52	102
South and Central America	21	135	27	20	19
TOTAL	88	1070	333	33	304

Programmes of Study

Many institutions have more than one programme of study. We have defined a programme as being a collection of courses offered to one particular target audience. The target audience could be primary school children isolated in the Australian outback, or qualified engineers wishing to update themselves in the modern theory of robotics.

We used 8 separate categories or levels of programmes. In the returns that we obtained from 333 institutions they provided information about 468 different programmes that were on offer. Our definitions of the categories or levels of programmes are given in Annex 2 and in the Glossary of Terms (p.4).

Types of Institution

Among the institutions involved in distance-learning there are some which were founded primarily in order to make use of this method; there are many more which were originally created as conventional universities, colleges or schools and which later added on a unit which uses the distance-learning method. Among the second group of institutions we have made a further subdivision, namely into those with a well-established distance-learning unit and those that are currently developing a distance-learning unit. Table 2 gives the regional distribution of institutions thus classified.

It will be seen that the total number of institutions listed in Table 2 is 304 despite the fact that we had replies from 333 institutions. The reason for this discrepancy is that 29 institutions returned the blank forms because they did not make use of the distance-learning method.

TABLE 2

How distance-learning institutions were founded

Region	Institutions			
	Founded for distance-learning primarily	Founded as conventional and now doing distance-learning	Conventional institutions developing distance-learning	Total
Africa	10	4	2	16
Asia	3	10	9	25
Australasia	13	20	7	40
Europe (East)	–	–	–	–
Europe (West)	57	27	17	101
Middle East	1	0	0	1
North America	30	41	31	102
South and Central America	7	5	7	19
TOTAL	124	107	73	304

Some 40% of all the institutions which have so far responded to our questionnaire were set up initially to undertake distance-learning. In Western Europe and North America, a high proportion of these are accredited private correspondence colleges. In the other regions, most of the "pure" distance-learning institutions are government-funded. In fact, in each of the regions (with the exception of Eastern Europe) most of the government-funded "pure" distance-learning institutions have already responded. Very few of the 637 institutions to which we wrote and from which no response has so far been received are of this type. Most of the 637 are either government-funded institutions not founded primarily for distance-learning, or private institutions founded for distance-learning.

The only other point of interest is that the proportion of "pure" distance-learning institutions does not vary very much as between regions. It is highest in Western Europe, reaching nearly 60% there. This is probably due to the fact that conventional institutions in Western Europe, being older and more traditional than in other regions, have been less willing to embark upon the new-fangled method of distance-learning so that governments have had to start new institutions in order to promote distance-learning.

Numbers of Students

We asked each institution to record the total number of students in each programme, but this enquiry was interpreted in different ways; and we will therefore modify our questionnaire in future to avoid any ambiguity. Some institutions quoted figures for the annual intake of students, others for the total number of students, and some gave figures for both. We were anxious not to over-estimate the numbers involved so we have used only one figure for each institution, assuming, perhaps wrongly, that the annual figure quoted by some institutions was, in fact, the total figure. Thus we may well have underestimated but cannot have overestimated the figures.

268 institutions gave us information about the numbers of students; these related to 415 programmes. The total numbers of students in each region is given in Table 3, in which I give figures for the "pure" distance-learning institutions separately from all the others.

TABLE 3

Numbers of students in distance-learning institutions

Region	Student Numbers		
	In Institutions founded for distance-learning	In other Institutions	Total No.
Africa	135,059	7,464	142,523
Asia	334,157	33,653	367,820
Australasia	99,419	52,780	152,199
Europe (East)	–	–	–
Europe (West)	593,516	36,932	630,448
Middle East	12,000	–	12,000
North America	308,257	198,589	506,846
South and Central America	57,768	26,695	85,463
TOTAL	1,540,186	356,113	1,896,299

It is clear that there are nearly 2,000,000 students studying by distance-learning methods in the institutions covered so far; and this takes no account of those in the 637 institutions which have not responded by the cut-off date of 1st May 1984 (but see Annex 4).

It seems to us likely that the numbers in those institutions founded primarily for distance-learning are likely to be firmer than those in other institutions because

(a) we think that most of those with considerable student populations have already responded, except for those in Eastern Europe; we know of only 5 large institutions which have not so far replied.

(b) they are likely to be more conscious of the need for this survey than are other institutions, so that we can probably rely on their figures being accurate.

It seemed useful to examine the average sizes of the institutions in terms of the numbers of students and these figures are given in Table 4, which is arranged on the same basis as Table 3.

TABLE 4

Average numbers of students in distance-learning institutions

Region	Average No. of students per Institution		
	In Institutions created for distance-learning	In other Institutions	Overall
Africa	13,506	1,244	8,907
Asia	55,695	1,771	14,713
Australasia	7,648	1,955	3,805
Europe (East)	–	–	–
Europe (West)	10,413	839	6,242
Middle East	12,000	–	12,000
North America	10,275	2,758	4,969
South and Central America	8,253	2,225	4,445
TOTAL	12,421	1,978	6,238

The really significant finding that emerges from Table 4 is that, in every region, the average number of distance-learning students dealt with by conventional institutions is small, never rising to 3,000, whereas the number of students dealt with by "pure" distance-learning institutions is much larger. Even in Australasia, with its very scattered population, it is over 7,500 and in Asia it rises to 55,000; although it is fair to point out that this very large figure is due to the existence of two huge institutions in Thailand and Korea, each of which has over 120,000 students.

It is, of course, to be expected that "pure" distance-learning institutions will be large. They are founded, from the outset, to deal with large numbers and their finance usually depends upon gaining considerable economies of scale. Distance-learning units in conventional institutions are, by contrast, still seen as ancillary to the main purpose of the institution and are often small. Many of these latter use only the cheapest forms of distance-learning such as correspondence and audio-tapes, and can therefore run fairly cheaply even though they remain small.

We also looked at the distribution of the sizes of the institutions by student numbers. The figures are shown in Table 5. They are for all institutions as the numbers in each region are too small to show any particular pattern.

TABLE 5

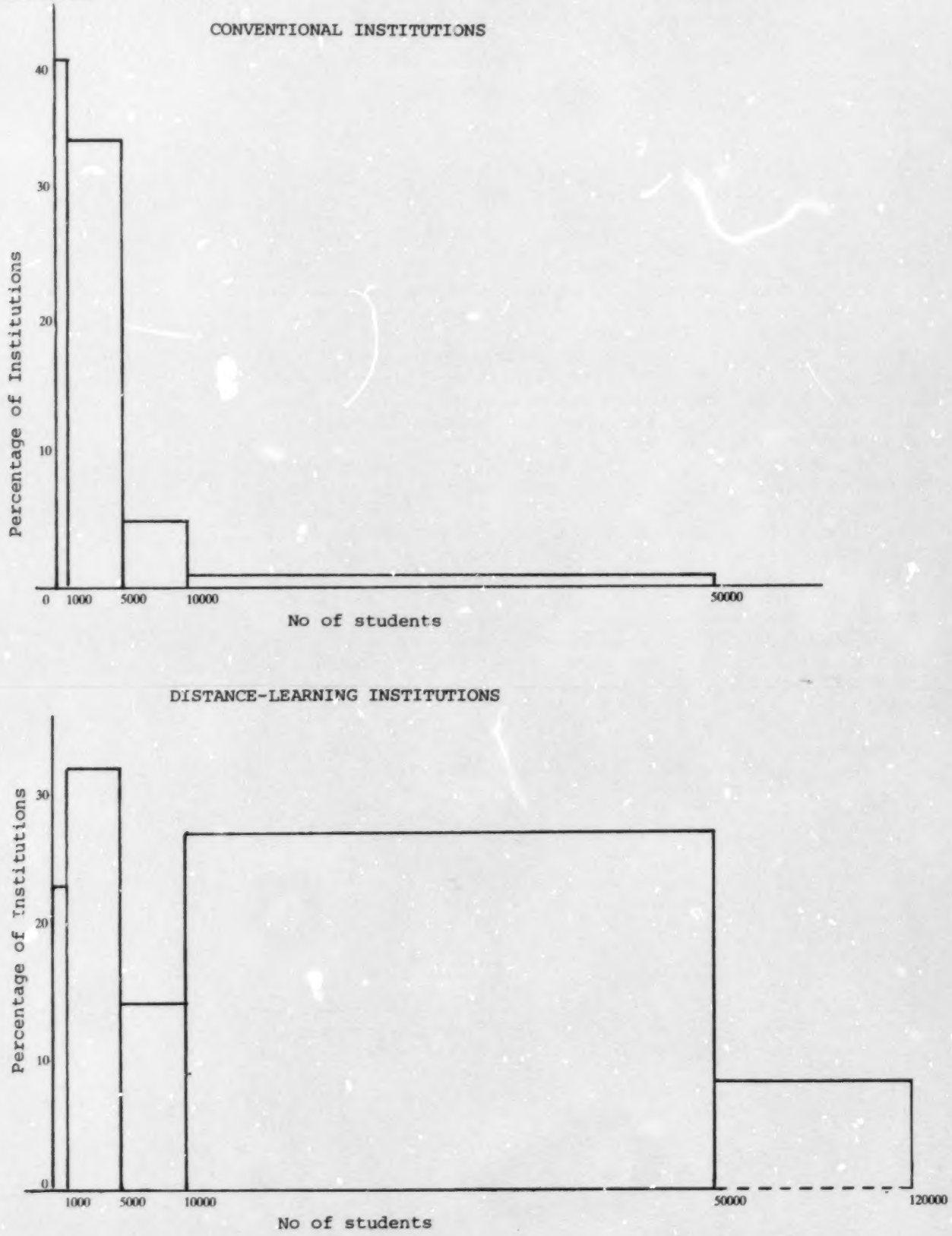
Distribution of sizes of distance-learning institutions

Number of students	Distance-learning Institutions	Conventional Institutions	Number of Institutions
0 – 100	1	43	44
101 – 1000	23	84	107
1001 – 5000	32	71	103
5001 – 10,000	9	11	20
10,001 – 50,000	27	3	30
50,001 +	8	0	8
TOTAL	100	212	312*

* The apparent extra 8 institutions arise from the fact that 8 institutions have 2 programmes one for each of two different ranges of numbers of students. They are thus double counted.

The two distributions for "pure" distance-learning institutions and for conventional institutions with a distance-learning unit are also illustrated in the histograms of Figure 1.

Figure 1



Levels of Education

As was mentioned earlier (see Programmes of Study), distance-learning is offered to various audiences and the level of intellectual achievement required varies widely. As we saw, many institutions offer programmes of study at several such levels. Thus to analyse the levels of education offered it is more appropriate to use the distribution of programmes than the distribution of institutions. Table 6 shows this distribution by regions.

It should be noted that primary and secondary school level programmes can be offered either to children or, as remedial education programmes, to adults. The table therefore gives figures for both kinds of programme in each case.

* The columns are headed "C" for courses offered to children, "A" for those offered to adults.

TABLE 6

Numbers of institutions offering programmes at different levels

Region	Programme Level — No. of programmes								
	Primary* C	Primary* A	Secondary* C	Secondary* A	Degrees	Post Graduate	Further Education	Continuing Education	Total
Africa	0	3	5	12	4	1	7	10	42
Asia	0	1	3	7	20	10	4	14	59
Australasia	6	3	5	13	27	19	9	15	97
Europe (East)	–	–	–	–	–	–	–	–	–
Europe (West)	3	17	11	45	17	13	28	87	221
Middle East	0	0	0	1	1	0	0	1	3
North America	7	3	27	38	65	16	28	55	239
South and Central America	1	6	1	3	8	2	5	9	35
TOTAL	17	33	52	119	142	61	81	191	696

Table 6 shows a total of 696 programmes. This is a much larger figure than the 468 that are listed elsewhere in this report. The reason is that many programmes are offered by institutions to students at more than one level.

It seemed of interest to re-calculate the figures of Table 6 as percentages of the total distance-learning activity (696 programmes). The results are given in Table 7.

TABLE 7

Percentage of programmes of different levels offered in each region

Region	% of programmes for different levels							
	Primary C	Primary A	Secondary C	Secondary A	Degree	Post Graduate	Further Education	Continuing Education
Africa	0	7	12	29	10	2	17	24
Asia	0	2	5	12	34	17	7	24
Australasia	6	3	5	13	28	20	9	15
Europe (East)	–	–	–	–	–	–	–	–
Europe (West)	1	8	5	20	8	6	13	39
Middle East	0	0	0	33	33	0	0	33
North America	3	1	11	16	27	7	12	23
South and Central America	3	17	3	9	23	6	14	26
TOTAL	2	5	8	17	20	9	12	27

It is clear from Table 7 that no less than 39% of all the programmes are at the levels defined as further education or continuing education. Further education programmes are essentially those that are intended to extend for adults the education that they had at school. Programmes are often in leisure-time pursuits rather than in vocational subjects. Continuing education is usually used to refer to programmes that update or retrain adults in their trade or profession. If the 39% of programmes in further education and continuing education are added to the remedial programmes for adults at primary and secondary school levels (22%) we find that nearly 2 of every 3 programmes are accounted for. This leaves only one third to cover all degree level and postgraduate courses — in other words those courses that are normally offered by universities.

When one examines regional differences it is very difficult to make any reasonable interpretation. In Western Europe there are relatively few university level programmes (degree and postgraduate), which may be due to the resistance to distance-learning methods offered by conventional and traditional universities. It is almost certainly not due to an overprovision of this level of education by the conventional universities, because in North America and Australasia there is just as much opportunity of conventional university study; yet both have numerous distance-learning university programmes in addition.

It is undoubtedly true that there is, all over the world, very much less resistance from academics to the use of distance-learning methods in the programmes that they perceive as less "academic" in nature — namely further education and continuing education.

Programmes aimed at school children are common, as one might expect, on demographic and geographic grounds, in Australasia and in North America. In the latter case many of the programmes are in Canada. They have not yet been used widely in Africa where, for similar reasons, they could be of great value. Postgraduate courses are commonest in Australasia and in Asia. The reasons are not obvious; but perhaps they may lie in the difficulty and cost of travel to the conventional centres for postgraduate study.

The Subjects on Offer

It was not possible, in a computerised index, to make provision for recording in detail the nature of each and every course offered by all the different institutions. We therefore decided in advance to ask, first, for the level of the courses on the lines just described, and also for the broad categories of subjects that were covered. In Table 8 the numbers of courses on offer in each broad category are shown for each region.

TABLE 8

Numbers of courses offered for study

Region	Number of courses														
	Teacher Training	Arts	Lang-uages	Law	Econ. & Bus.	Soc. Sci.	Agr.	Sci.	Tech	Maths	Med. Sci.	Com.* Ed.	Cont.† Ed.	Rest	Total
Africa	10	11	14	1	10	14	7	11	4	16	0	6	8	6	118
Asia	18	21	19	4	24	17	5	8	3	10	–	6	13	13	161
Australasia	32	33	19	10	34	36	8	26	24	31	7	8	12	14	294
Europe (East)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Europe (West)	24	41	47	27	64	25	8	33	31	39	6	40	45	40	470
Middle East	1	1	1	0	1	1	0	1	1	1	0	1	1	0	10
North America	45	89	65	14	88	95	19	84	55	88	15	25	42	37	761
South and Central America	10	4	1	0	9	8	5	4	1	9	6	6	10	4	77
TOTAL	140	200	166	56	230	196	52	167	119	194	34	92	131	114	1891

* Community Education
† Continuing Education

It is not easy to draw conclusions from these figures and I therefore made a simplified analysis by grouping certain categories together into even broader areas that correspond somewhat to the "Faculties" or "Schools of Study" of conventional institutions. The grouping was as follows:

Education: Teacher Training
Arts: Arts, Languages
Social Science: Economics and Business, Social Science
Science: Science, Technology, Mathematics
Professional: Law, Medicine, Agriculture
Others: Community Education, Continuing Education, Others

The results of this simplified classification are shown in Table 9; and they are expressed as proportions of the total number of courses in Table 10.

TABLE 9

Numbers of courses offered for study in simplified categories

Region	Number of courses						
	Education	Arts	Social Science	Science	Professional	Other	Total
Africa	10	25	24	31	8	20	118
Asia	18	40	41	21	9	32	161
Australasia	32	52	70	81	25	34	294
Europe (East)	–	–	–	–	–	–	–
Europe (West)	24	88	89	103	41	125	470
Middle East	1	2	2	3	0	2	10
North America	45	154	183	227	48	104	761
South and Central America	10	5	17	14	11	20	77
TOTAL	140	366	426	480	142	337	1891

TABLE 10

Numbers of courses by category as percentages of total courses for each region

Region	Percentages of courses					
	Education	Arts	Social Science	Science	Professional	Other
Africa	8	21	20	26	7	17
Asia	11	25	25	12	6	20
Australasia	11	18	24	28	9	12
Europe (East)	–	–	–	–	–	–
Europe (West)	5	19	19	22	9	27
Middle East	10	20	20	30	0	20
North America	6	20	24	30	6	14
South and Central America	13	7	22	18	14	26
TOTAL	8	19	23	25	7	18

The striking facts about Table 10 are, first, that the patterns are so very similar in all regions; and, second, that the proportion of courses in education, in teacher training, is so low especially in the developing countries. This is almost certainly not a reflection of the effort put into teacher training, for the numbers of students undergoing teacher training, i.e. the number of students taking each course may still be very high. Unfortunately we do not have records of the numbers of students in each type of course and so we cannot check the validity of this supposition.

Methods of Transmission used for Distance-Learning

We asked each institution to list the methods that they used to communicate with their students. Many used several different methods. To give a full analysis of all the permutations and combinations of methods used would be tedious and would add little to our overall knowledge. I have therefore only carried out selected analysis so far. In Table 11 are listed the numbers of institutions that use each transmission method of teaching (See Glossary of Terms, p.4). Note that these figures give multiple counting — thus any one programme may be counted in several columns representing the cluster of methods that are used for that programme. Similarly it is not possible to deduce from the table whether the 3 programmes in Asia that make use of the telephone do or do not also use radio.

TABLE 11

No. of programmes using different distance-learning transmission methods

Region	No. of programmes using:												
	Corres.	Telephone	Regional Services	Study Centre	Radio	T.V.	Audio	Video	Practical Work	Kits	Residential Schools	Other	Total Progs.
Africa	24	0	6	13	18	4	10	4	4	4	13	1	24
Asia	39	3	11	13	15	8	16	7	14	0	19	1	42
Australasia	72	25	29	23	8	0	51	31	35	32	37	11	73
Europe (East)	–	–	–	–	–	–	–	–	–	–	–	–	–
Europe (West)	136	29	42	36	11	7	39	11	38	13	38	29	140
Middle East	1	1	1	1	1	1	1	1	1	1	0	0	1
North America	148	44	17	30	11	40	63	32	25	31	6	13	159
South and Central America	21	5	7	0	8	3	7	4	9	6	10	8	29
TOTAL	441	107	113	116	72	63	187	90	126	87	120	63	468

Of all the 468 programmes, only 27 do *not* use correspondence as one of the methods. This is wholly understandable as correspondence is by far the cheapest method of communicating at a distance. There are a number of cases of conventional institutions which have outlying study centres where students can meet tutors; this face-to-face exposure can be supplemented by radio and TV as by audio and video tapes so that correspondence is not used. In such cases I assume that students study from standard text-books, but this question was not put. Even distance-learning institutions can, given standard text-books, rely on audio and video tapes instead of correspondence; but this is expensive. The corollary is that a large number of institutions use only correspondence as a method of communication. This can be seen from the figures in Table 12.

TABLE 12

Institutions using only correspondence for communication

Region	No. of institutions		As % of all such institutions	
	Distance-learning institutions	Other institutions	Distance-learning instutions	Other institutions
Africa	2	0	33	0
Asia	0	4	0	21
Australasia	2	1	15	5
Europe (East)	–	–	–	–
Europe (West)	19	9	16	21
Middle East	0	0	0	0
North America	12	27	40	38
South and Central America	1	3	14	25
TOTAL	36	44	29	24

It will be seen that, of all the distance-learning institutions, 29% use only correspondence. In actual numbers, 31 of the 36 institutions concerned are in Western Europe and North America. This is because in these regions there were a number of correspondence colleges in existence before the explosion of multi-media distance-learning began in the 1970s. In the other regions there are very few such institutions.

The same pattern is seen in the conventional institutions, where 36 of the 44 institutions that use correspondence only, are in the same two regions.

In Table 13 I have converted the data in Table 11 into percentages of the total number of programmes on offer.

TABLE 13

No. of programmes using various transmission methods as percentages of the total number of programmes

Region	% of programmes using:											
	Corres.	Telephone	Regional Services	Study Centre	Radio	T.V.	Audio	Video	Practical Work	Kits	Residential Schools	Other
Africa	100	0	25	54	75	17	42	17	17	17	42	4
Asia	93	7	26	31	36	19	38	17	33	0	45	2
Australasia	99	34	40	31	11	0	70	42	48	44	51	15
Europe (East)	–	–	–	–	–	–	–	–	–	–	–	–
Europe (West)	97	21	30	26	8	5	28	8	27	9	27	21
Middle East	100	100	100	100	100	100	100	100	100	100	0	0
North America	93	30	11	19	7	25	27	20	16	19	4	8
South and Central America	72	17	24	0	28	10	24	14	31	21	34	28
TOTAL	94	23	24	25	15	13	40	19	27	19	26	13

The figures in Table 13 show quite remarkable differences between regions. The telephone is used as a teaching method by more than a quarter of the programmes in North America, Western Europe and Australasia; but it is hardly used in Africa, Asia or South and Central America. This is presumably due to the lack of penetration of telephonic services in the developing countries since it is very unlikely to be the result of costs; the telephone is a cheap system of communication.

Radio and television show a similar picture. Both are used — worldwide — to roughly the same extent, but whereas the use of radio greatly exceeds that of television in the developing world and — significantly — in Australia, television is much more popular than radio in North America. This almost certainly is due primarily to the penetration of the media. There is, however, another factor. We estimate the cost of television at 7 times that of radio. This extra cost is offset in North America to some extent by the plethora of television stations, some of which are keen to have educational programmes to fill out their schedules, so that the cost of broadcasting is reduced. It is also, I fear, true that the standard of television production of educational programmes in the USA has been, with certain honourable exceptions, consistently low and hence cheap.

The cost of audio cassettes has fallen dramatically and they now offer a real alternative to the printed word. Australasia has been quick to recognise this and to use it: no fewer than 70% of their programmes use audio cassettes. Possibly because of this experience, but also because of the vast distances often involved and the lack of television signal penetration, Australasia also leads the way in the use of video cassettes. My own experience in the UK led me to abandon their use as very much more expensive than open circuit broadcast.

Another very striking fact is the very low use made of any technique other than correspondence in Western Europe. This is probably due to the fact that much of the distance-learning activity is done by conventional institutions which only use the cheapest of methods. Thus radio and audio cassettes are the only other methods used at all widely. The records so far do not include the Fernuniversität, UNED (the Spanish Open University), or the French Centre National d'Enseignement par Correspondance, but it is already known that their teaching methods correspond to the Western European pattern.

Languages used

Distance-learning programmes are currently being offered in 26 different languages. Of these, 9 are restricted to Europe and another 9 to Asia. These continents have particular language problems. African countries will have similar problems as the use of distance-learning increases there. The number of programmes offered in each language is shown in Table 14.

English is by far the commonest language in use, accounting for ⅔ of all programmes. Courses in English are on offer in every region except the Middle East. Spanish is widely used in South and Central America, and also in Europe and North America.

The exchange of courses between institutions, which is one way of increasing education quickly and cheaply, is possible, with translation, between any two institutions. It is, however, very much easier and very much cheaper where both institutions can use the same language. This is already very possible with English, Spanish, Portuguese, French and German. The first four also offer possibilities for developing countries.

TABLE 14

Programmes in different languages

Language	No. of programmes	% of programmes (no entry if ≥1%)	No. of countries using language
Aymara	1		1
Chinese	3		1
Danish	4		1
Dutch	13	3	1
English	314	67	15
Esperanto	2		1
Finnish	3		1
French	22	5	4
German	34	7	4
Gujarati	1		1
Hebrew	1		1
Hindi	5	1	1
Italian	5	1	1
Japanese	4		1
Kiswahili	2		1
Korean	4		1
Kreol	1		1
Malay	1		1
Marathi	1		1
Norwegian	2		1
Portuguese	5	1	1
Spanish	30	6	8
Swedish	4		1
Thai	3		1
Turkish	1		1
Urdu	1		1
TOTAL	468	100	53

Fees charged

In Table 15 I show the programmes that are on offer according to whether or not fees are charged. This is an important factor in considering the interchangeability of courses, since those for which fees are charged are liable to be much more expensive to acquire.

TABLE 15

Region	No. of institutions						
	No fees charged		Subsidised fees		Full fees		Total
	No.	%	No.	%	No.	%	
Africa	3	12	19	73	4	15	26
Asia	2	4	22	49	21	47	45
Australasia	62	85	10	14	1	1	73
Europe (East)	–	–	–	–	–	–	–
Europe (West)	13	9	42	29	91	62	146
Middle East	0	0	1	100	0	0	1
North America	10	6	32	20	122	74	164
South and Central America	11	33	10	30	12	37	33
TOTAL	101	21	136	28	251	51	487

Table 15 also shows the percentage of institutions in each region which charge fees of the different kinds. The important factor to emerge is that in North America 74% of all programmes require payment of full fees whereas in Australasia 85% of all programmes require no fee payments. In the rest of the world the picture is more variable with quite a lot of institutions charging fees that are reduced — often a great deal — by government subsidy. For example, in the Open University in the UK, fees are less than 15% of the total cost.

Conclusion

The results of this first report are necessarily tentative in view of the fact that the percentage of replies is still only 33%. Nevertheless many of the analyses will probably turn out to be meaningful and therefore informative.

It is also time that the value of this computerised index was made more obvious to a wider public. The current position (15th June 1984) is summarised in Annex 4. The change in the basic response rate in 6 weeks is thus from 33% to 37%, due to receiving replies from 60 more institutions.

In addition, one of the five known large distance-learning institutions which had not replied on 1st May has now done so. Only 4 such returns are outstanding. All this excludes most of Eastern Europe, from which we have still only 3 replies, two from Hungary and one from Poland.

I hope that UNU will agree to print sufficient copies of this report to ensure that it can be sent to the 600 institutions that have not yet replied. It should act as an encouragement. In this respect it is, perhaps, worth quoting two facts. The first is that since 1st April 1984 we have processed 16 enquiries for which printouts were produced. So this index is beginning to be used. Secondly, I reproduce as Annex 5 a letter just received from the Fernuniversität in West Germany. It speaks for itself and is the best advertisement we have so far had for all our efforts.

Thailand

SUKHOTHAI THAMMATHIRAT OPEN UNIVERSITY

Dr. Tong-In Wangsotorn, Vice-Rector for Planning and Development, Sukhothai Thammathirat Open University, Office of University Affairs, Sri Ayudhya Road, Bangkok 4, Thailand.

Origins: The STOU was created by Royal Charter on September 5, 1978 to provide home-based education for the Thai people. The University uses distance-learning techniques to enable the students to study on their own without having to enter an actual classroom as in conventional universities. The first students were enrolled in 1980.

Students: The present student body (July 1983) numbers around 110,000. Approximately 75 per cent of the students are enrolled in the Schools of Education Studies, Management Science, and Law. The average age of the students is 30, and approximately 55 per cent are male. Nearly 86 per cent of the students come from outside the Bangkok area, and roughly 70 per cent are government officials. Students may enter in the degree programme, without examination, if they:

(a) have completed 12 years of schooling or their equivalent; or

(b) have completed 10 years of schooling and had 5 years of work experience after receiving their certificates and are over 20 years of age as of the 1st of December of the enrolment year; or

(c) are holders of diplomas or degrees of any level, from institutions of higher education approved by the STOU Academic Senate.

Courses: STOU offers two types of programmes: one for degree purposes and the other for non-degree purposes. Courses offered include those leading to a bachelor's degree in the following areas:

Educational Studies, Management Science, Law, Economics, Home Economics, Agricultural Extension and Co-operatives, Health Science, Political Science, Liberal Arts.

The University has also co-operated with various agencies in setting up programmes of personnel development as follows:

— a bachelor's degree programme for non-commissioned police officers seeking promotion to the rank of commissioned police officer;

— an educational and training programme for staff of the Department of Local Administration, sub-district and village-level administrators and their wives, and others who are involved in administrative work;

— staff development programme for the Department of Lands;

— a programme to improve the qualifications of the agricultural extension and cooperatives officials;

— a programme to develop elementary school administrators throughout the country;

— a programme to train Bank employees to produce self-instructional texts to be used in staff development programme at the Bank;

— a programme to establish "STOU corners" in provincial public libraries throughout the country in order to provide services for students and the general public.

Language of instruction is Thai.

STOU uses a two-semester system and allows its students to earn a degree in 4-12 years. Courses are arranged in blocks to provide an integrated study of interrelated subjects. Each block is worth 6 credits.

Media and methods: The principal medium of instruction is the correspondence text. Television, radio, tape-cassettes are also used in most courses. Face-to-face tutorial classes are held at 77 local and regional study centres.

Assessment: Students take end-of-course examination.

Government and administration: There are three major governing bodies:

- — The University Council which has power to lay down the University policies and to issue rules and regulations of the University;
- — Academic Senate which supervises the University's academic work, prescribing curricula, teaching and evaluation; and
- — The Committee of University Administrators which is responsible for the management and development of the University.

Control and institutional research: Project Control is under the responsibility of the Vice-Rector for Operations. Institutional Research is carried out by Institutional Research Unit, Planning Division, Office of the Rector. Media research for the improvement of self-instructional materials is carried out by the Management Systems and Educational Media Research Section, Office of Educational Technology.

Finance: There are two sources of funding: government budget (15%) and University revenue derived from tuition and fees (85%))

Recent developments:

- — Providing training resources for several government agencies in particular for personnel development.
- — Offering new teaching programmes, namely agricultural extension and co-operatives, and health science, both of which need laboratory facilities.
- — Introducing telephone counselling.
- — Intensive Workshop and Professional Experience. Every STOU student who has accumulated the number of blocks required for a degree in a given area must take a comprehensive assessment. The assessment, either in the form of intensive workshop or professional experience, is designed to evaluate the knowledge he has acquired and his potential in its application.
- — Planning for the establishment of permanent regional centres in four regions of Thailand in 1984 is now underway.

Research activity: During 1982 – 1983, the following researches have been undertaken:

- — The Analysis of STOU Property and Procurement Administrative System;
- — Developing the Information System for Administration;
- — Academic Workload of Administrative Staff;
- — Study Demand in the Area of Communication Arts at Sukhothai Thammathirat Open University;
- — Attitudes towards the Development of the Teaching of Science and Technology by way of Distance Education System;
- — Study of Graduates in the School of Educational Studies majoring in Educational Administration;
- — Opinion towards Tutorial Lessons;
- — The effectiveness of Media Used at Sukhothai Thammathirat Open University;
- — Costs involved in Television Production;
- — The demand for Radio and Television time for Educational Purposes.

Spain

UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA

Dr Alejandro Tiana Ferrer, Director, Instituto de Ciencias de la Educación, Universidad Nacional de Educación a Distancia, Ciudad Universitaria, Madrid 3, Spain.

Origins: UNED was created by Decree of August 1972 following recommendations of the 1970 Education Act for provision, under control of the Ministry of Education and Science, of teaching by correspondence, radio and television, for students unable to attend regular courses at conventional universities or follow regular teaching hours and timetables.

The aim was basically to increase the oportunities of access to higher education for "disadvantaged" social groups.

The first students were enrolled in 1973.

Students: During the academic year of 1981 – 82, the student body totalled around 62,000, distributed among set careers (50%) and special courses (50%). Around 75% are workers, generally from the industrial or service sector, most of them being directors, teaching staff and civil servants. Other significant groups are full time students and housewives. 700 UNED students study outside Spain.

Applicants for undergraduate courses must possess formal entrance requirements (school leaving certificate and a University Training Course). Mature students over the age of 25 not possessing these qualifications must do a Direct Access Course at the University (one year course) and pass a special examination.

Students doing special courses must fulfil on occasions certain professional requirements.

Courses: The UNED offers two kinds of courses, always in the Spanish language:

A. Undergraduate degree courses, whose pattern is parallel to that of conventional universities. Five faculties — Law, Science, Economics, Industrial Engineering, Philosophy and Arts — administer courses geared to eleven professions which are of five or six years duration. Some operate set programmes and others permit optional elements. Each year five or six courses are studied. Each course consists of six didactic units. Upon successful completion of the required courses, the student obtains a Bachelor's degree (Licenciatura). Some faculties offer Doctorate courses.
B. Special courses, generally for postgraduates of the first University cycle, or for professionals (E.G.B. teachers, nurses). Courses differ in organization and duration according to their objectives.

Media and methods: The principal medium is printed material (didactic units, addenda, course guides, assignments and assessment reports at a distance). Radio programmes and audiocassettes are frequently used and increasing use is made of videocassettes. The student receives face-to-face tuition in the fifty-five Associate Centres, where counselling facilities are also available.

Assessment: Each unit contains self-assessment questions. Completion of tutor-marked assignments is a necessary condition of entry to the twice-yearly examinations, which will be taken into account in the final assessment of the course.

Control and institutional research: Departments are responsible for academic standards of course materials, but staff of Associate Centres have freedom in supplementing these materials.

Institutional research is carried out by the Educational Sciences Institute (ICE).

Finance: UNED is financed by the Ministry of Education and Science, with additional income from course and matriculation fees. Associate Centres are financed entirely by sponsors.

NEW DEVELOPMENTS. 1. PROVISION FOR NEW STUDENT GROUPS: Conventional institutions have found great difficulty in meeting the formative needs of certain social and professional groups. In collaboration with various institutions of national and international scope, the UNED has designed and organized a series of programmes to meet these needs. The programmes include:

- — Study programmes for inmates in penitentiaries
- — Advanced professional training programme for experts in savings organisations
- — Updating courses for members of the police forces
- — Courses for the training of Latin American experts at a distance
- — Mixed course (at a distance and face-to-face) introducing new UNED teaching staff to higher education at a distance.

NEW DEVELOPMENTS. 2. EXTENSION OF PROGRAMMES: Two experiments have been launched with the aim of extending the existing programmes, offering various possibilities to study a complete career:

- — Open matriculation: this permits anyone to matriculate in any course offered by the UNED for personal interest, without entrance requirements. Second stage courses are offered which are outside the curriculum of academic careers.
- — Diffusion of cultural programmes at university level through state communication media (Spanish Broadcasting and Television, RTVE).

NEW DEVELOPMENTS. 3. METHODOLOGICAL INNOVATIONS:

- — Design of practical systems and experimental simulations in Science and Psychology Departments, using videocassettes and self contained guides.
- — Use of direct teaching institutions as supporting centres for special courses (E.G.B. teachers, nurses).
- — Experiments in the use of video- and audio-cassettes as media of systematic communication between the teacher and the student and for purposes of academic assessment (E.G.B. teachers)
- — Design and production of new integrated materials (printed, audio, video) replacing the basic printed materials, undertaken by various departments.
- — Experimental work on a new system of initial and continuing training for tutors.

INSTITUTIONAL RESEARCH: Although all the academic departments have their own investigatory programmes, institutional research concerning the educational system of the UNED is the responsibility of the Educational Sciences Institute (ICE). The two lines of investigation are:

A. Analysis of the social dynamics of UNED. The following questions are addressed: who matriculates in the UNED, who continues to study and to what stage, who completes courses and how much time do they take, what is the professional status of these degrees? The results are published annually in the series "The UNED and its students".

B. Analysis of the efficiency of the didactic methods used. This has been focused on the practice of tutors and the quality of the didactic material, assessing its efficiency in the education system of UNED. The conclusions have been published.

New investigations are being carried out in both areas. In the first, research relates to academic supervision and its effectiveness and to the social mobility of students. In the second, the subjects are the construction and didactic organization of the printed and audiovisual materials and the guidance provided in the Associate Centres.

Individual research on distance education: Several projects are being carried out in the UNED either at the initiative of particular professors or as a result of systematic planning by particular departments. In general, they are linked with the ICE, through which funds may be obtained.

The following projects are currently being undertaken:

— Development and experimentation relating to methods for teaching physical chemistry at a distance (Dr Senent Pérez and the Department of Physical Chemistry)

— Learning, understanding and retention of printed texts and their application to teaching at a distance (Dr García Madruga)

— Use of computer assisted media for experimental work in organic chemistry (Dra Gómez Antón)

— Distance teaching methods in organic chemistry (Dra Boticario Boticario and the Department of General Chemistry and Macromolecules)

— University teaching at a distance. Evaluation of UNED (Dr Marín Ibañez and the Department of Systematic Pedagogy)

— Academic results of the UNED Direct Access Course (Dra García de León)

— UNED and its evaluation (Dr Pérez Juste and the Department of Experimental Pedagogy)

— UNED as the founder of a style of work and thought (Dra Jiménez Fernández and the Department of Experimental Pedagogy).

Australia

DEAKIN UNIVERSITY

Paul Northcott, Chairman, Distance Education Unit, Deakin University, Geelong, Victoria 3217, Australia.

Origins: Deakin University was established by Act of the Parliament of Victoria on 10 December, 1974. It grew out of discussions in the early 1970s about a fourth University for Victoria (the three already in existence, Melbourne, Monash and La Trobe were in Melbourne, the state capital) and an Open University for Australia.

It was formed by amalgamating the Gordon Institute of Technology and the State College of Victoria at Geelong, a Teachers' College. It was conceived originally as being responsible for providing University level distance education (synonymously referred to as external studies or off-campus studies) mainly for the states of Victoria, South Australia and Tasmania and to act as a regional University for the Geelong environs as Deakin is the only institution of higher education in the area.

An Interim Council ran the University from 22 January, 1975 to 1 January, 1978. Since 1978, there has been a Council of the University as constituted by the Deakin University Act.

The University was officially opened on 1 April, 1977 and enrolled its first students (2,445 total) in the same year — all on-campus, as Deakin took over students enrolled in the two institutions named above. The first distance students enrolled in 1978.

Students: In 1983, total student enrolments were 5,676. Of this total 1,597 were full-time on-campus students, 601 part-time on-campus and 3,478 off-campus students. Thus 40 per cent are on-campus students and 60 per cent off-campus. The proportions are reversed if measured according to student teaching load. Students enrol in one of three groups:

- — Normal — i.e. students who have successfully completed either Higher School Certificate (HSC) or the Tertiary Orientation Programme (TOP).
- — Advanced standing — i.e. exemptions granted for recognized previous tertiary studies.
- — Special — i.e. mature age students who have not completed secondary education and other students not included in the above groups such as complementary enrolments by students enrolled at other universities who wish to study individual subjects with Deakin.

For off-campus students, open entry applies only to BA (Humanities) and BA (Social Sciences). In total, the sexes are evenly represented. For off-campus students, however, females constitute 55% of the enrolment. In 1983, the median age of all students was 29.4 and of commencing students 27.8. The largest group of students is in the 30-39 age range — 31.2 per cent of total students and 30.7 per cent of commencing students.

Courses: A full range is offered on-campus by the six schools: bachelor degrees (pass and honours), graduate diplomas, masters and doctoral degrees. The six schools are as follows, 1983 per cent of total students shown in brackets: Humanities (28.6); Education (27.8); Sciences (14.1); Social Sciences (13.3); Management (11.4); Engineering and Architecture (4.8).

Courses offered off-campus include a Master of Business Administration; Diploma, Bachelors and Masters Courses in Education, Bachelors courses in Humanities and Social Sciences and a Graduate Diploma in Computing.

The BA (Education) was more popular in the late 1970s when many teachers sought to upgrade their teacher training to degree status. This market has been largely satisfied and more enrolments are now being made in the B.Ed — a fourth year qualification — and the Graduate Diploma of Educational Administration and the Masters Courses in Education.

Humanities includes studies which are not extensively cultivated in other Victorian univerities and they emphasize an interdisciplinary approach. Courses include: Australian Studies, Journalism and Media Studies, Visual Arts, Performing Arts and Women's Studies. Women's Studies are being offered off-campus in conjunction with Queensland (Brisbane) and Murdoch (Perth) Universities.

Social Sciences courses also emphasize interconnections between disciplines and stress international (including defence and strategic) studies and cultural contacts between nations, including Australia. Although courses are multi-disciplinary, major sequences may be chosen in Anthropological Studies, Historical Studies, Political Studies and Policy Studies.

A BA may be completed by including both Humanities and Social Sciences courses and also psychology courses from the School of Sciences (previously Education).

Distinctively innovatory courses are the MBA and Graduate Diplomas of Computing. From March 1981 to October 1983, Deakin was the only University in the world to offer an MBA which could be completed entirely by distance studies. Since October 1983, the University of Strathclyde, Glasgow, also offers a distance learning MBA. Deakin and Strathclyde, with British Council assistance, have developed an academic link and interchange scheme and are collaborating closely in the development of distance learning MBA course materials. The Graduate Diploma of Computing overcomes the problem often faced by science and technology courses of how to incorporate practical, hands-on experience in distance courses. The hardware, in the form of a home microcomputer, is linked to the University's mainframe computer by acoustic coupler and the teaching is conducted, in part, by electronic mail.

Media and methods: Heavy reliance is placed on print (study guides and readers) although audio-cassettes and video-cassettes are used. About 100 new audio programmes are produced each year and between 8 and 12 video programmes. Microcomputer programmes are prepared for the MBA and Graduate Diploma of Computing. Electronic mail is used heavily in the Graduate Diploma of Computing. Courses are produced by course teams composed of teaching staff, instructional designers, editors, graphic designers and media staff.

Counselling and tutorial student support services are provided. There is a network of study centres in Victoria.

Assessment: A variety of forms are used. Continuous self-assessment activities are included in the study guides. Formal assessment includes assignments (i.e. continuous assessment) and end of semester examination. The academic year is based on two, fifteen week semesters: March-June and July-November. Examinations are held in July and November.

Government and administration: This is based on two committees, Council and Academic Board. All other committees report to either Council or Academic Board.

Until July 1982, Deakin had a Centre for Educational Services (CES) which was a separate division responsible for the special needs of off-campus students. The CES functions were redistributed after mid 1982 and were integrated with on-campus administration. The rationale was that as 60 per cent of Deakin's students are off-campus students, it did not make sense that they should be administered by an offshoot of the main administration. The Distance Education Unit (DEU), which is an academic unit, was formed by grouping the instructional designers working with course teams. The DEU is dedicated to providing advice to course teams on instructional design and to teaching, research and consultancy in distance education.

Control and institutional research: Responsibility for quality control rests with the Deans of Schools who will institute such evaluation studies as deemed to be necessary. Deans usually delegate this responsibility to course team chairpersons. Course team chairpersons of distance education courses are responsible for the academic quality of courses; the educational effectiveness of the course as a distance education programme; and for producing the course on time, within the budget and within the length stipulations. Evaluation studies are also undertaken by the Distance Education Unit in collaboration with either the Schools or Administration or both.

Finance: The total annual expenditure in the year ending 31 December, 1982 was $A20.4m. Of this total, 56.6 per cent was spent on teaching and research, 15.8 per cent on academic services (library, computing, other), 26.6 per cent general University services (administration, overheads, buildings and grounds) and 1 per cent on student services. Funds are provided by the Commonwealth Government of Australia as provided for by the Commonwealth Tertiary Education Assistance Act. Tuition fees are not charged for tertiary education in Australia.

Research interests in distance education: 1. Telecommunications technology

(i) Satellite use — ATS-1 prior experimentation (voice and data) for AUSSAT system in 1985. Deakin has its own ground station. Research has been completed on antenna design. There is continuing research on the atmospheric and ionospheric effects of satellite signals and possibilities for visual communication.

(ii) Student use of home microcomputers as stand alone and with acoustic couplers to link with Deakin's mainframe computer.

(iii) Teletutorials — discussion of case studies and group decision making (MBA programmes) — use of automatic telephone bridge and voice-switching equipment.

Research interests in distance education: 2. Evaluation of methods

(i) Course teams — with particular reference to staff attitudes to working in course teams.

(ii) Weekend schools.

(iii) Course remakes (methodology and practice).

(iv) Applications of instructional design.

(v) Uses of media.

Research interests in distance education: 3. Student needs

(i) Sociological studies of distance education students, including their contact needs.

(ii) Attrition rate studies.

(iii) Information needs of distance students with particular reference to libraries — experimentation with INWATTS telephone links and microcomputer links to on-line computer access to library catalogue.

(iv) Transformation of distance teaching materials to make them accessible for study by disabled students.

Research interests in distance education: 4. Policy Studies

The co-ordination and collaboration in distance education provision nationally and within Victoria.

The Distance Education Unit is responsible for supervising MA and Ph.D candidates in distance education by research. A coursework M.Ed. in distance education is being prepared for 1986. The M.Ed. in distance education will require a major dissertation to be completed.

Pakistan

ALLAMA IQBAL OPEN UNIVERSITY

S. Akhtar Hussain, Assistant Registrar, Allama Iqbal Open University, Sector H/8, Islamabad, Pakistan.

Origins: The University was established in 1974 by Act of Parliament to provide 'part-time education through the use of mass-media and modern instructional techniques'. Specific functions were to provide 'educational facilities for people who cannot leave their homes and jobs', 'facilities for the training of teachers' and 'provision for instruction in such branches of learning, technology, or vocations as it may deem fit'. The first course was presented in 1975.

Students: 50,000 students were enrolled in 1981-82 and this number increased to 65,000 in 1982-83.

Courses: The main programmes are:

(i) MA level teacher education and also compulsory in-service orientation for 155,000 primary-school teachers.

(ii) General Education (Intermediate and Degree Level).

(iii) Functional Education (Skill orientated courses related to occupational or rural urban community needs).

(iv) Research and Development.

Teaching is in Urdu.

Media and methods: The principal medium of instruction is the correspondence text, with television, radio, audio-cassette support material and equipment for science practical work, and tutorial instruction (face-to-face/correspondence).

Assessment:

(i) Tutor-marked assignments.

(ii) Course-results are calculated from continuous assessment grades and examination grades at end-of-course examination.

Government and administration: The Executive Council exercises 'general supervision over the affairs and management of property of the University'; the Academic Council is the highest academic body. Academic staff are grouped in two faculties:

The Faculty of Basic & Applied Sciences which includes Departments of Industrial Education & Business Management, Agricultural Sciences, Basic Sciences, Home Economics & Women Studies; and the Faculty of Pedagogy, Social Sciences & Humanities which includes the Institute of Education and of Arabic and Islamic Studies and the Department of Urdu, Iqbaliat, English, Social Sciences.

Control and institutional research: Academic control is vested in the Academic Council which is responsible for standards of teaching, research and accreditation. Quality control is maintained by the institutional research cell presently located in the Institute of Education.

Finance: Major source of finance is grant from the Federal Government. Some income from Registration/Tuition/Examination fees.

Research and development: This aspect of the University's activities must be seen in the context of conditions prevailing in many parts of the country. The "low hope" areas, as they are sometimes called, are typified by low income, small and fragmented land holdings, low productivity, unemployment and underemployment, poor nutrition, high population growth rates and a paucity of civic provisions for health, housing, education, transportation and

communication. Such areas suffer further deprivation because of the large scale migration to urban areas already overburdened and barely self-sustaining.

Improvement plans for rural areas have in the past generally been framed from an urban standpoint, with little reference to the people in the areas themselves. Such "external" strategies (often associated with foreign aid) foster dependence rather than self-help and do little to achieve long-term change. This can come only from within communities themselves. Outside help and cooperation are desirable, but the first task is the appreciation of the problems of low hope areas as seen by the communities themselves. This appreciation must be accompanied by an awareness and understanding of resources (both material and human) available locally, and by the full exploitation through well conceived educational programmes and broad-based institutional development.

To try and meet these needs, the University has initiated some significant programmes. The chief of these are three Integrated Functional Education projects. There are plans to extend this programme to further locations. Essentially, the projects adopt an educational package approach through a combination of consciousness-raising, the teaching of work and community skills, and an attack on illiteracy, as well as assisting the specific project areas towards the amelioration of their own conditions and towards a degree of self-help. The intention is to build up a core of new materials, new methodologies and training techniques that can be applied to, or adapted for use in, other parts of the country.

The implementation of each project involves a number of processes. These include initial contacts with target villages through the field functionaries of nation-building departments/agencies, baseline and need assessment surveys of the target villages, followed by the development of methodologies and instructional materials, the selection and training of village teachers, and the formation of learning groups.

All this is done by a specially recruited and trained team of field workers and coordinators who under the direction of the project coordinators visit classes to assist teachers and help to organize local community inputs to all parts of the programme. They are also responsible for gathering data of various kinds for evaluation and for the development of manuals and follow-up materials for use by the communities after the completion of the main project.

The first IFE Project was initiated in IRDP Markaz Daultala, District Rawalpindi, in a cluster of 20 villages in 1976-77. As the results were sufficiently encouraging for the University, the programme was extended to a second phase involving twenty-seven villages in the same locality. Encouraged by the outcome of this project, similar projects were launched in the other provinces of the country. The IFE Project Bhitshah (Sind) and Samahni (AJK) have now entered the second phase. At Saraj Naurang, the first phase of the Project is over, and at present the staff is busy in preparing for the launching of the second phase. The output of these projects has been very encouraging. In each phase of every project, about 1000 men and women benefited from the available facilities. They learn reading, writing and a little arithmetic for their daily use. In addition to this, they are provided with functional education for their social and economic development.

The purpose of these projects is to develop an initial approach to transform the rural sector of the country. They also aim to develop and enhance the standard of living of the rural people by teaching them literacy and some useful skills.

In addition to IFE, the University has plans to introduce a Functional Education Project for Rural Areas. This is essentially a research project, the main aim of which is to discover through systematic surveys, the types of basic functional course which will be most appropriate for education at the village level. The project will assist the University in preparing such courses on a pilot basis and will then introduce them in a specially selected rural area, experimenting with and monitoring different methods of presentation. The overall aim of the project is to help the University to acquire the knowledge,

skills and experience needed to mount a large-scale programme of Basic, Functional Education for rural areas. An area has been selected as a test-bed for the newly developed basic courses in Gujrat District and the project is scheduled to commence in 1983.

Through its experience with both the IFE Projects and with FEPRA, the University hopes to benefit the local inhabitants of the areas concerned. More important in the long-term, however, is that these experiences should enable the University to mount an effective national programme of basic education for the rural masses of Pakistan. It is here that the greatest needs exist and where the biggest challenge lies, for it is by tapping and utilising this vast undeveloped pool of human resources that the nation can lay a surer foundation for its own progress and that of its individual members.

Acknowledgement

The four case studies in Annex 1 are reproduced with permission. They were written for a two-part review of research and recent developments in distance higher education edited by Keith Harry and Peter Raggatt and published jointly by the Open University Distance Education Research Group and the Society for Research into Higher Education under the title *Trends in distance higher education*.

ANNEX 2

THE UNITED NATIONS UNIVERSITY

INTERNATIONAL CENTRE FOR DISTANCE LEARNING

c/o The Open University
Walton Hall
Milton Keynes, MK7 6AA
United Kingdom
Telephone: (0908) 653537
Telex: 825061

Dear

We would like to invite you to contribute to the development of a new computerized information system which is intended to be accessible to everyone with an involvement or an interest in distance education. Your initial contribution involves the provision and/or updating of information on a standard form on the distance teaching activities of your institution. Information is being requested from distance teaching institutions and projects worldwide. The resultant file, together with an information service, will be fully operational from January 1 1984. This database should provide an invaluable source of information of a kind which has in the past always been particularly difficult to access.

The International Centre for Distance Learning is being set up by the United Nations University to provide to distance teaching institutions an information service about other institutions in the world which are involved in such programmes. The United Nations University acted in this way after consulting the International Council for Distance Education and the Open University and the Centre is being established in association with them. The Centre will initially be located at the Open University.

Enclosed with this letter is a standard form bearing the name of your institution. It may be either fully or partially completed, or it may be blank apart from the institution's name. If the form is:

(1) completed, fully or partially, will you please correct and update the information it contains in accordance with the Notes on completing the information collection form which is also enclosed, and return the form to the Centre. (We enclose a blank form for this purpose.) In some cases the information will be well out of date; this is because we have tried to simplify our initial task by using data copied from printed directories. In future we intend to send you annually for updating a copy of our file information on your institution.

.../2

Honorary Director: **The Lord Perry of Walton** MD DSc LLD FRCP

Documentation Officer: **Keith Harry** MA PhD ALA

(2) blank, we would be grateful if you could provide the information which is requested (in accordance with the Notes on completing the information collection form which is also enclosed) and return it to the Centre. A test form completed for an imaginary institution is also enclosed as a guide. In future we intend to send you annually for updating a copy of our file information on your institution.

The effectiveness of this system will to a considerable degree be dependent upon the volume and quality of information which we can include in the file, and upon the subsequent use made of it. We hope therefore that you will not only participate in this information collection exercise but will also from 1984 use the information service and contribute your comments and suggestions for improvements.

Finally, it would be most helpful if you could add the Centre to your mailing list to be sent future issues of annual reports, courses handbooks and other documents which might be used as an additional resource to supplement the computer file.

Yours faithfully,

The Lord Perry of Walton

Dr Keith Harry

Notes on completing the information collection form

If your institution operates more than one distance teaching programme, please complete a separate form for each. The enclosed blank form may be photocopied and used for this purpose. The meaning of 'programme' in this context is best demonstrated by an example; the computerized file will include three separate forms for the United Kingdom Open University, one for the undergraduate programme, a second for the postgraduate programme (a very small proportion of which is taught), and a third for the continuing education programme. If data relating to different programmes is combined on one form the quality of information is devalued because it is impossible to determine to what extent the information in each section relates to one programme or to another.

Similarly, please complete a separate form if your institution uses more than one language of instruction, operates in more than one country, or if for any other reason you consider that information on your institution can be conveyed more precisely and accurately by using two or more forms than by using a single form.

Courses and ***Overall Level***. The form can only accommodate a certain number of groupings of subjects. Please select and indicate where possible the subject areas in which your institution teaches, and note under 'Other' any additional subject area in which your institution teaches what you consider to be a significant number of courses or students.

Our working definition of 'Community Education' is 'courses for adults taken after a break from school and not leading to certification'. 'Continuing Education' is defined as 'certified courses for adults taken after a break from school which in the 'Overall Level' section do not fit into the 'Primary', 'Secondary', 'Degree' or 'Postgraduate' categories'.

'Further Education' on the other hand is defined as 'courses for 16-19 year-olds which are taken immediately after leaving school and which do not fit into the 'Primary', 'Secondary', or 'Degree' categories'.

Methods. It is not possible to include all teaching methods on the form. Please indicate which methods your institution employs and specify under 'Other' any additional methods which you also use and which seem to you to merit inclusion.

Totals. If you are completing a separate form for each of your institution's programmes, please note that totals for sub-sections 'Students enrolling annually for distance teaching' and 'Courses' should relate to individual programmes. Sub-section totals for 'Staff' and 'Programmes' should relate to distance teaching provision as a whole. The remaining total, 'Students enrolled in institution', is to include all categories of students, whether studying at a distance or on campus.

The term 'programme' has been used above in connection with the Open University, which offers around 150 'courses' on its undergraduate programme. Terminology will certainly vary from country to country and from institution to institution. Please indicate in the 'Notes' section any significant variation which occurs in your institution from the programme/course structure and which presents you with difficulties in completing the 'Totals' section. Please note that the purpose of this section is to obtain a picture of the scale of the distance teaching operation in your institution rather than to involve you in tortuous mathematical calculations.

Notes. Please add here any information which you consider important to a concise view of your institution's distance teaching activities and which you feel does not emerge from the details presented on the form. Feel free to add extra sheets if you wish.

PLEASE COMPLETE AND RETURN THIS FORM TO
DR. KEITH HARRY, DOCUMENTATION OFFICER, THE OPEN UNIVERSITY, WALTON HALL,
MILTON KEYNES, MK7 6AA, UNITED KINGDOM

THE UNITED NATIONS UNIVERSITY

INTERNATIONAL CENTRE FOR DISTANCE LEARNING

Code _____ Institution _____

Programme _____

(IMPORTANT: EXCEPT WHERE INDICATED, PLEASE CONFINE INFORMATION TO THIS DISTANCE TEACHING PROGRAMME)

Please tick those sections which apply:

Courses

Teacher training	A	
Arts (Other than languages)	B	
Languages	C	
Law	D	
Economics and Business Studies	E	
Agriculture	F	
Science	G	
Technology (and Engineering)	H	
Mathematics	I	
Community Education	J	
Continuing Education	K	
Social Sciences	L	
Medical Sciences	M	
Others (please specify)	N	

Methods

Correspondence	A	
Telephone Teaching	B	
Regional Services	C	
Study Centres	D	
Radio	E	
Television	F	
Audio	G	
Video	H	
Practical work	I	
Kits	J	
Residential Schools	K	
Other (please specify)		

Totals

Students enrolled in institution							
Students enrolling annually for distance teaching							
Staff Full/time							
Staff Part/time							
Programmes							
Courses							

Type

The institution was established as:		
a distance teaching institution	A	
a conventional institution with a distance teaching department	B	
a conventional institution which is developing a distance teaching programme	C	

Entrance Qualifications

None	A	
Primary School	B	
Secondary School (To age 15/16)	C	
Secondary School (To University entrance)	D	
Teachers Certificate	E	
Degree	F	
Other (Including minimum age)	G	

Fees

Nil	A	
Subsidised	B	
Full	C	

Courses available for distribution, sale or exchange between institutions

☐

Overall Level

Primary (for children)	A	
Primary (for adults)	B	
Secondary (for children)	C	
Secondary (for adults)	D	
Further Education	E	
Degree	F	
Postgraduate	G	
Continuing Education	H	

Address _____ Country _____

_____ Language of instruction _____

_____ Date _____

_____

Notes:

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SAMPLE COMPLETED FORM: This is the form completed by the University of Mythica in respect of its undergraduate degree programme. The University will complete two other forms in respect of its distance-taught postgraduate teacher training programme and of its Community health continuing education programme.

THE UNITED NATIONS UNIVERSITY

INTERNATIONAL CENTRE FOR DISTANCE LEARNING

Code _____ Institution UNIVERSITY OF MYTHICA

Programme UNDERGRADUATE DEGREE PROGRAMME

(IMPORTANT: EXCEPT WHERE INDICATED, PLEASE CONFINE INFORMATION TO THIS DISTANCE TEACHING PROGRAMME)

Please tick those sections which apply:

Courses

Teacher training	A	
Arts (Other than Languages)	B	✓
Languages	C	✓
Law	D	
Economics and Business Studies	E	
Agriculture	F	
Science	G	
Technology (and Engineering)	H	
Mathematics	I	
Community Education	J	
Continuing Education	K	
Social Sciences	L	✓
Medical Sciences	M	
Others (please specify)	N	

Methods

Correspondence	A	✓
Telephone Teaching	B	
Regional Services	C	
Study Centres	D	✓
Radio	E	✓
Television	F	
Audio	G	
Video	H	
Practical work	I	
Kits	J	
Residential Schools	K	✓
Other (please specify)	L	

Totals

Students enrolled in institution		2	0	0	0	0
Students enrolling annually for distance teaching			2	5	0	0
Staff — Full/time					1	0
Staff — Part/time					5	5
Programmes						3
Courses					2	0

Type

The institution was established as:		
a distance teaching institution	A	
a conventional institution with a distance teaching department	B	✓
a conventional institution which is developing a distance teaching programme	C	

Entrance Qualifications

None	A	
Primary School	B	
Secondary School (To age 15/16)	C	
Secondary School (To University entrance)	D	✓
Teachers Certificate	E	
Degree	F	
Other (Including minimum age)	G	

Fees

Nil	A	
Subsidised	B	✓
Full	C	

Courses available for distribution, sale or exchange between institutions

✓

Overall Level

Primary (for children)	A	
Primary (for adults)	B	
Secondary (for children)	C	
Secondary (for adults)	D	
Further Education	E	
Degree	F	✓
Postgraduate	G	
Continuing Education	H	

Address DEPARTMENT OF DISTANCE STUDIES
UNIVERSITY CAMPUS
AIRPORT ROAD
CAPITAL CITY, MYTHICA

Country MYTHICA

Language of instruction MYTHICAN

Date 01/AUG/83

Notes: COURSES ARE OPEN TO MYTHICAN CITIZENS LIVING IN CERTAIN OTHER COUNTRIES

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ANNEX 3

Countries in which there are institutions to which we have sent forms: the numbers of institutions which were approached and the numbers which have responded (in brackets)

Africa

Algeria	1(0)
Botswana	1(1)
Central African Republic	1(1)
Congo	1(0)
Dahomey	1(0)
Ethiopia	4(2)
Ghana	1(0)
Ivory Coast	2(0)
Kenya	1(1)
Lesotho	1(0)
Malawi	1(1)
Mali	1(0)
Mauritius	1(1)
Morocco	1(0)
Nigeria	8(3)
Senegal	1(0)
Sudan	2(0)
Swaziland	3(0)
Tanzania	2(2)
Togo	1(0)
Zambia	3(2)
Zimbabwe	4(4)
TOTAL	42(18)

Asia

Bangladesh	1(0)
China	4(0)
Hong Kong	2(2)
India	42(12)
Japan	22(4)
Korea	5(3)
Macau	1(1)
Nepal	1(0)
Pakistan	1(1)
Philippines	4(0)
Singapore	1(0)
Thailand	9(2)
Vietnam	1(0)
TOTAL	94(25)

Australasia

Australia	43(32)
Fiji	1(0)
New Zealand	4(2)
Papua New Guinea	2(1)
TOTAL	50(35)

Europe (East)

Bulgaria	5(0)
Czechoslovakia	1(0)
Hungary	4(0)
Poland	6(0)
USSR	12(0)
E. Germany	13(0)
TOTAL	40(0)

Europe (West)

Austria	11(3)
Belgium	3(2)
Denmark	4(2)
Ireland	4(0)
Finland	10(3)
France	17(3)
W. Germany	100(29)
Greece	1(0)
Italy	121(14)
Netherlands	43(15)
Norway	7(1)
Portugal	1(1)
Spain	6(2)
Sweden	11(4)
Switzerland	14(4)
Turkey	1(0)
UK	144(35)
TOTAL	500(121)

Middle East

Israel	1(1)
Iran	3(0)
UAE	1(0)
TOTAL	5(1)

North America

Canada	55(35)
USA	148(71)
TOTAL	203(106)

South & Central America

Argentina	15(4)
Bolivia	19(2)
Brazil	12(1)
Chile	18(3)
Colombia	11(3)
Costa Rica	3(2)
Cuba	1(0)
Dominican Republic	4(3)
Ecuador	5(1)
Guatemala	10(2)
Guyana	1(0)
Haiti	1(0)
Honduras	2(1)
Mexico	9(1)
Nicaragua	1(0)
Panama	1(0)
Parguay	2(1)
Peru	8(1)
Puerto Rico	1(0)
Uruguay	2(1)
Venezuela	9(1)
TOTAL	135(27)

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ANNEX 4

Replies received between 1.5.84 and 15.6.84

We have received replies from a further 60 institutions in respect of 78 programmes. One of the institutions is no longer involved in distance-learning. Some of these institutions are located in 9 countries not formerly represented.

The total number of students added was 187,839, of which 95,625 are in institutions created as distance-learning institutions.

The distribution of the new institutions and programmes by region is:

	I	*P*
Africa	2	2
Asia	3	7
Australasia	1	2
Europe (East)	3	4
Europe (West)	39	48
Middle East	1	1
North America	2	2
South and Central America	9	12
	60	78

If these figures are added to those in the main paper we get the following updated totals.

No. of institutions replying	393
% of institutions replying	37

Total No. of students engaged in distance-learning 2,084,138

No. of institutions by region

	No.	%
Africa	20	47
Asia	28	30
Australasia	36	72
Europe (East)	3	8
Europe (West)	160	32
Middle East	2	40
North America	108	53
South and Central America	36	27
	393	37

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ANNEX 5

FernUniversität
Gesamthochschule

Fachbereich
Erziehungs- und
Sozialwissenschaften
Arbeitsbereich
Psychologie

Barbara Lindquist

Fernuniversität Gesamthochschule, Postfach 940, D 5800 Hagen

Dr. Keith Harry
Documentation Officer
International Documentation
Centre on Distance Learning
The Open University
Walton Hall, Walton
Milton Keynes, MK7 6AA

GREAT BRITAIN

Mein Aktenzeichen

Auskunft erteilt

Telefon - Durchwahl (02331) 804 -

Dienstgebäude Elberfelder Straße 103

5800 Hagen, den June 6, 1984

Dear Keith:

I am writing to let you know the success rate of the inquiries I sent to the various other distance universities whose names and addresses you supplied through the International Information Service.

The names of 18 universities were on the list which you gave me. I contacted all 18 and 11 responded. Out of the 11 who sent materials describing their programs we selected 2 which offerred courses that interested us. I corresponded further with these two universities, and we are now in possession of three complete correspondence courses, including cassettes, textbooks and all other pertinent information, from one of the universities. To date, we have not received any materials from the other university.

I consider this venture to have been very successful. The other universities were responsive and cooperative and the possibility of an exchange of course materials seems quite possible. I would like to thank you for providing the initial information necessary in order to carry out this project.

Sincerely,

Barbara Lindquist

Barbara Lindquist

cc: Prof. Dr. Lück

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